

# ERIE COUNTY COUNSELORS

## ASCA Program Audit

Intending to compare their guidance program with the ASCA Model, the five (5) high school counselors completed the ASCA Audit. After reviewing the audit and tabulating the results, I have developed the chart below to assist with further program planning.

ASCA Element	Current Status	Work Priority	Task Timeline	Leader	Notes
<b>Foundation(Grip. Stance)</b>					<b>Must have a solid grip and stance to even have a chance.</b>
I. Beliefs and philosophy	IP	2			
II. Mission	IP	2			
III. Domains/Goals	IP	2			
IV. Competencies	None/IP	1			
<b>Delivery System(take-away, downswing, contact with ball)</b>					<b>Must know what you want to do with your arms, hips, shoulders, timing, etc.</b>
V. Guid. Curriculum	Completed	3			
VI. Ind. Planning	Completed	3			
VII. Resp. Services	Comp/IP	3			
VIII. System Support	Completed/None	3			
<b>Management System (3 types of data – process, perception, and results)</b>					<b>Need to have a visual target then commit to it. Then look at the shot and make adjustments on the next shot. Results data often cause the golfer to think about process data. Perception data can be tricky.</b>
IX. Counselor/Prin. Agreements	IP	7			
X. Advisory Council	IP	8			
XI. Data- std. Monitoring	IP/completed	5			
XII. Data – Closing the Gap	None/IP	5			
XIII. Action plans	None/IP	4			

XIV. Use of time/calendar	None/IP/completed	6				
<b>Accountability</b>						
	XV. Results reports	None/IP	9			
	XVI. Counselor Performance Stds.	IP	9			
	XVII. Program Audit	IP	9			

Scorecard – 19<sup>th</sup> hole buddy  
discussions – premier club  
champion.

# **Peters Township Premier School Counseling Plan Outline and Materials Needed for RAMP**

- I. Foundation**
  - Peters Township Premier Counseling Program Vision
  - Principles of developmental guidance
  - Philosophy and beliefs
  - Rationale for guidance
  - Guidance assumptions
- II. Program Structure and Organizational Chart**
  - State Board regulations
  - Staffing and facilities
  - Related programs and community agencies involved
  - Organizational Chart – Appendix A
- III. Needs Assessment**
  - Summary of student needs
  - Summary of community needs
  - Summary of professional brainstorming
  - How these needs impact the guidance program
  - Sample Surveys – Appendix B
- IV. Guidance Program Competencies**
  - Appendix C contains competencies selected from the ASCA model and the PA Standards for Career Education and Work (CEW).
- V. Broad School Counseling Goals and Specific Objectives**
  - Goals based upon the needs assessments
- VI. Closing-the-Gap Action Plans**
  - Appendix D Action Plans with detailed steps
- VII. Staff Development Needs to Implement this Plan**
- VIII. Recommendations for Implementing the New Premier School Counseling Program**
- IX. Appendices**
  - A. Organizational Chart
  - B. Student Needs Survey
  - C. Student Competencies
  - D. Closing-the-Gap Action Plans (RAMP)
  - E. Job Descriptions
  - F. Sample Program Evaluation Forms
  - G. Sample Principal-Counselor Agreement Form (RAMP)
  - H. High School Student Competencies Checklist (RAMP)
  - I. Advisory Council (RAMP)
  - J. Calendars (RAMP)
  - K. Classroom Guidance Curriculum Action Plan and Lesson (RAMP)

- L. Results Report : Classroom Guidance Curriculum (RAMP)
- M. Small-Group Responsive Service (list of groups for past year) (RAMP)
- N. Sample Closing-the-Gap Results Report (RAMP)
- O. Program Evaluation Reflection Narrative

# Peters Township School Counseling Competencies

	A	B	C	D	E
52		H33 learn coping skills for managing life events	R	R, M	C, O, R
53		<b>STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.</b>			
54		<b>Competency C1p Acquire Personal Safety Skills</b>			
55		H20 apply effective problem-solving and decision-making skills to make safe and healthy choices	R	R, M	C, O, R
56		H21 learn about the emotional and physical dangers of substance use and abuse	R	M	C, O, R
57		H22 Learn techniques for managing stress and conflict	R	R-M	C, O, R
58		H23 Differentiate between situation requiring peer support and situations requiring adult professional help	R	R-M	C, O, R
59		<b>Pa Career Education and Work Standards</b>			
60		<b>Career Awareness and Preparation Domain</b>	9	10-12	Person Responsible
61		H34 Analyze career options based upon personal interests, abilities, aptitudes, achievements, and goals.	I	M-R	C, F
62		H35 Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.	I	M-R	C, F
63		H36 Evaluate school based opportunities for career awareness such as: career days, career portfolio, community service, job shadowing,	I	M-R	C, F
64		H37 Analyze the relationship between career choices and career preparation factors such as: associate degree, baccalaureate degree, entrepreneurship, military, tech prep, vocational rehab centers.	I	M-R	C, F
65		H38 Assess the implementation of the individual career plan through the ongoing development of the career portfolio.	I	R	C, F
66		H39 Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.	I	R-M	C, F
67					
68		<b>Career Acquisition Domain</b>			
69		H40 Apply effective speaking and listening skills used in a job interview.	I	R-M	F
70		H41 Apply research skills in searching for a job.	I	R-M	F
71		H42 Develop and assemble, for career portfolio placement, career acquisition documents.	I	R-M	F
72		H43 Analyze, revise, and apply an individualized career portfolio to chosen career path.	I	R-M	F
73		H44 Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge such as: commitment, dependability, initiative, self-advocacy, team building, technical literacy.	I-R	R-M	C, O, R, F
74					

I = Introduce, R = Reinforce, M = Master

C = Counselor, O = Other, R = Resource, F = Future

# Peters Township K-12 Guidance Competencies

Elementary & Middle School

ACADEMIC DEVELOPMENT DOMAIN					Person Responsible
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.					
Competency A1a Improve Academic Self-concept					
E/M1 Display a positive interest in learning.	I	R	R		C, O
E/M2 Identify attitudes and behaviors which lead to successful learning	I	R	R		C, O
Competency A2a Acquire Skills for Improving Learning					
E/M3 Apply time management and task management skills	I	R	R		C, O
E/M4 Use communications skills to know when and how to ask for help	I	R	R		C, O
Competency A3a Achieve School Success					
E/M5 Take responsibility for their actions	I	R	R		C, O
E/M6 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.	I	I	R		C, O
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.					
Competency B1a Improve Learning					
E/M7 learn and apply critical thinking skills	I	R	R		C, O
E/M8 apply the study skills necessary for academic success at each level	I	I/R	R		C, O
E/M9 become a self-directed and independent learner	I	I	R		C, O
Competency B2a Plan to Achieve Goals					
E/M10 use problem-solving and decision-making skills to assess progress toward educational goals	I	I	R		C, O
E/M11 understand the relationship between classroom performance and success in school	I	R	R		C, O
STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.					

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